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ABSTRACT

Contained in this annotated bibliography are 100 references to selected educational materials published in Pakistan during the period October through December, 1975. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 26 categories: administration, organization and financing of education; adult education; curriculum; education goals; education planning; education reforms; elementary and secondary education; examinations; higher education; history of education; Islamic education; teaching of languages; libraries; literacy; medical education; psychology; science education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks, womens education; general materials about class scheduling and teacher-student relationships; and a special section on the philosophy of education. The document concludes with an index of authors. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 9 No. 4, 1975

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. Academic Co-ordination --- Dawn (Karachi) July 26, 1975.

The news of the introduction of uniformity in the management of the academic and administrative affairs of the provincial educational systems will be greeted with wide approval. There are clear advantages to be gained by achieving uniformity in respect of such administrative matters as the commencement and closing of sessions, the holding of examinations, the declaration of results, the timing of admissions, etc. Curriculum, syllabus, planning, policy, and standards of education figure on the concurrent Legislative List. The present diversity of syllabi and courses of instruction has served no purpose.

The achievement of common national standards presupposes uniformity at courses of study in as many subjects as possible. Even if the initiative in the matter of syllabi and curricula is retained by the Provinces, a fair degree of uniformity can be achieved by setting up some sort of machinery for inter-Provincial Co-ordination.

2. CHANI, Abdul. Semester Problems --- Pakistan Times (Lahore) September 21, 1975.

Last year, admissions to the first year class of the Engineering University, Lahore, were completed even before the announcement of the results of Intermediate examinations held by the various Secondary Boards. As the decision to start Engineering College at Sahiwal was taken very late, the College could start only in the first week of this year. As a result, the Engineering College, Sahiwal, has completed only the first semester, while the College at Lahore has finished both. At Lahore, the students have been promoted to the second year class, while the Sahiwal College students are still in the first year to complete their second semester.

The Education Department should rectify this anomalous situation in the two colleges of the same University. It is suggested that the Sahiwal College should be directed to start the second semester immediately and complete it by the end of December. From January to October next year, the college will have enough time to complete the two semesters of the second year.

2. HAMDANI, M.H. On Holiday in Educational Institutions --- Pakistan Times (Lahore) November 27, 1975.

In developed and advanced countries educational institutions remain closed for not more than two consecutive days on account of religious or national festivals, and these holidays fall once or at most twice during the academic session. Freak holidays are practically unknown.

The damage done to our academic standards and classroom discipline by frequent and capricious holidaying is incalculable. We are very poor holiday planners.

We do not plan in advance the exact number of days when schools and colleges are to remain closed. Notifications are not issued in time because the 'non-vacational' staff in the offices of the Directors is least interested in them. This gives rise to utter confusion as the holidays draw nearer. We should have a central code of education on basic policy matters for all the provinces.

3. LODHI, Sikandar Hameed. Tadrees Ka Nizam (System of Teaching) --- Nawai Waqt (Lahore) October 29, 1975 (U).

The importance of education is known to all. The Government is no exception to this truth. It is because of its awareness that more than 80% of educational institutions are run by the Government throughout the country. The Government had nationalized these institutions in the hope that the standard of education would rise, and educational atmosphere would improve. This hope has not been fulfilled, and the standard of education has further gone down.

The students and the teachers have lost interest in their respective assignments. The teacher-student relations have suffered badly. It is generally believed that the nationalization of institutions has done no good to education. It is felt that as the number of students has grown, the standard of education has fallen.

5. SABRI, Mohammad Ahmad. Dakhley Ka Tareeq-e-Kaar (Procedure of Admissions) --- Nawai Waqt (Lahore) November 18, 1975 (U).

The problems of admission in technical and higher educational institutions have reappeared with the publication of the

results of Intermediate examination. It has been there for the last 25 years. The criterion for admission to technical institutions is the merit system which prescribes a minimum number of marks for admission to these institutions. This system was hoped to put an end to all sorts of unfair means practised for the sake of admission. But this system has served only to accentuate the problem of admission to medical and engineering colleges. What should be done is to discard the so-called merit system and to appoint examiners to set and examine test papers for the purpose of admission. But, again, the success of this scheme will depend entirely on keeping the whole process strictly secret from the beginning to the end.

ADULT EDUCATION

6. HUSAIN, Ahmad. Adult Education --- Pakistan Times (Lahore) October 16, 1975.

The adult literacy program launched by Pakistan Television in collaboration with a number of development agencies is the first concerted drive against mass illitracy. Technically, it is just another phase in the evolution of an organic education policy recently updated.

Judging from the initial working of the program, there appears to be no danger that the peasants, who have volunteered to lift themselves out of the quagmire of illiteracy, would abondon their ploughs and desert their fields, and join the army of clerks in the cities. If the program fulfils even a part of its objectives, the peasants would realize that an educated farmer produces more grain than an uneducated one, and that his counterpart in the developed states produces enough not only for his countrymen, but also for others in the world. Although an elaborate scheme to train specialist teachers is being drawn up for this purpose, it is feared that teachers, from the already understaffed schools may be siphoned to the new institutions.

7. SEEGAL, Ehsan. Ta'aleem-e-Balighan (Adult Education) --- Mashriq (Karachi) November 9, 1975 (U).

According to a conservative estimate, about 80% of the population is illiterate. The reason is that up to now successive governments either did nothing to promote literacy in the country or made

half-hearted attempts to reform our educational system. The rural areas of the country were the most sufferers in this field.

It is heartening to see that the present government is alive to the situation and has taken suitable stops to remove illiteracy from the country. Many centers for adult education have been opened in urban and rural areas, where adults are being trained in agricultural and technical fields. But the pace of work is very slow.

CURRICULUM

8. MIRZA, Mohammad Tufail. Ta'aleemi Nisab (Curriculum) --- Mashriq (Karachi) December 29, 1975 (U).

With the change of time, it is necessary for us to change our outdated system of teaching and pay serious attention to the aims and objects of education. We should so change our present system as to prepare our new generation for shouldering the future responsibilities of the country and the family.

Curriculum, as such, is not limited to the momentary needs of the teachers and students. It affects the whole society.

New and scientific methods of teaching have been introduced in developed countries. Our teachers have great responsibility in this regard. They have to play the vital role in building the character of their students. Generally speaking, teachers in our country, are not interested in their profession. They just while away their time in their classes. The new curriculum should be prepared in such a way as to bring about a revolutionary change in the present system of education and in the approach and attitude of the teachers toward their profession.

9. MIRZA (Mrs.) S.P. Naya Tariqae Ta'aleem (New Education Method) --- Kitab (Lahore) 12(9): 44-45. September, 1975 (U).

The present government has accorded education its due status and has taken certain steps to improve curriculum planning. One important step is the introduction of microtesting. The supremacy of the education department in this field has been ended, and various subject committees of specialists have been

formed. The manuscripts prepared by these committees are put to test in schools, where specially trained teachers have been posted for the purpose. So, the matter thus tested is passed on as fit for inclusion in the textbooks.

This is the first time that micro-testing has been put to use in Pakistan. Its methodology an results are briefly mentioned.

EDUCATION GOALS

10. MEKHRI, G.M. Agony of the Students --- The Sun (Karachi) November 4, 1975.

To popularize science in our country, Popular Science should be introduced in schools and colleges in much the same way as the President of America initiated the move to start Science Clubs in schools in the States. Science is a process of rational thinking, doing, endless verification, and limitless research.

Only those who have undergone the sheer agony of comparing and contrasting our system of education with the educational systems of the progressive countries can overhaul our educational system. The sooner our moribund system of education is scrapped, the better for our brilliant young children and the worse for the decadent ways of thinking that have reduced us to our present plight in the world of education.

11. QIDWAI, Anwar Mahmud. Saqafat Aur Ta'aleem (Education and Culture) --- In: Qaumi Ta'aleem 1974-75, 74-78. Karachi, Government College of Education. 1975 (U).

Culture and education go hand in hand. Culture is developed and preserved through education. All ancient cultures with some measure of education have survived and left their mark on history and those without education have perished without leaving a trace. This is the lesson of history for us to see. The writer presents examples of various civilizations of past.

The meaning of culture is briefly explained. It is shown how education helps in promoting and preserving culture. Mention is also made of the so-called four-culture theory in Pakistan which is born of educational backwardness.

EDUCATION PLANNING

12. AHMAD, Naseem. Zarai Technical Nisab (Agro-Technical Syllabus) --- Hurriyat (Karachi) October 1, 1975 (U).

According to an announcement by the Department of Education (Sind), Agro-technical syllabus has been introduced from classes VI to VIII in all the schools of the province from the current year. So, it may be justifiably presumed that the Department of Education must have provided all the schools with all the equipment required for practical training and that trained teachers must have been appointed for this subject.

But the facts are otherwise. About 75% of schools do not have the necessary equipment. Till now, only 180 teachers have been trained out of a total of 2,260 teachers required. Furthermore, textbooks on the new subjects yet remain to be published. In view of this, it is fantastic to claim that the new syllabus is about to be introduced in the country.

13. AHMAD, Shahid. Teaching Standards --- Pakistan Times (Lahore) December 30, 1975.

Huge expenditure has been incurred for the expansion of education, but our achievements do not match with the swelling budgets. In fact, teaching standards have fallen chiefly because of the excess of teaching staff. The Government, with its limited resources, has done its best to raise the status of college teachers, and it is expected that by their devotion to duty they will justify this additional sacrifice by a poor nation.

It is suggested that strength of teaching staff in various colleges may be readjusted according to the prescribed work-load and the excess staff absorbed in new colleges and schools.

14. AHMAD, Sultan. Maqsad Kay Beghair Ta'aleem (Education Without Purpose) --- Mashriq (Karachi) October 7, 1975 (U).

"Traditional education" has done more harm than good to the country during the last 27 years. Poor planning and unrestricted admissions have created the problem of educated unemployment, because the traditional educated class is not prepared to take up any employment other than the particular one. Why the

students and parents do not like to move an inch from the traditional education, is a question that should be thrashed out by the Education authorities.

The number of graduates of Arts, Commerce, and Science needed in the different private and government departments during the next four or five years should be assessed, and admissions to universities should be given accordingly.

15. HUSAIN, Ahmad. Education: What Went Wrong --- The Sun (Karachi) November 16, 1975.

In the midst of the present anarchy in the field of education, the battle seems basically to be against unweildy size and numbers of everything connected with education. Drastic as it may seem, one of the answers to the problems lies in the centralization of the system and in the granting of autonomy to some of the institutions worthy of it. They may be allowed to plan their own courses, set their own examinations to ease the pressure on the university. This is already being done in connection with the institutions of professional education, such as the Agricultural and Engineering Universities.

Courses too need to be made more meaningful to our situation and time. More emphasis should be laid on practical approach to subjects, and the level of courses should be raised, thus presenting greater challenge to the students.

16. KADRI, Ashfaq. Towards Educational Planning in Pakistan --- Pakistan Economist (Karachi) Issue No. 40: 19-22. October 4-10, 1975.

In the seventies, Pakistan has embarked on a new and positive program for socio-economic development. This has been undertaken with a view to insuring accelerated growth, tempered with social justice. Education has to play a vital role in this respect. This article is concerned with the new approach adopted for educational planning in the country.

First the writer deals with the basic objectives of planning, and then he describes the measures undertaken to implement the new educational policy. Finally he deals with the role and significance of education in the context of industrial and

agricultural development of the country.

It is concluded that the new approach toward educational planning is sound and meaningful. However, its success depends upon its efficient implementation, which in its turns is dependent on government's initiative and people's support.

17. KHAN, Nawab Allah Nawaz. Renovation of Education System in Pakistan --- Pakistan Times (Lahore) November 11, 1975.

The urgent need for bringing education within easy reach of our vast population is now universally recognized. A system of education that does not equip our young man for their ancenstral or other occupations in life, while at the same time changing their outlook, will ever remain a source of widespread discontent.

Instead of aiming at mere literacy, our school education should be vocational, so that the son of an agriculturist may learn to love agriculture from his early life and become a better agriculturist than his father. Whatever the aim of education, a school does not function in isolation, and an educational aim must of necessity be co-relative to the needs and ideals of life.

18. KHAN, Tufail Ahmad. Ta'aleem Berai Ma'aashi Taraqqi (Education for Economic Progress) --- Imroz (Lahore) December 9, 1975 (U).

"Economic Progress" should be the avowed object of the new educational planning. We need a system of education closely related to economic progress. Unless we keep in mind the basic needs and principles of education, we cannot devise any useful system of education.

Hundred percent literacy is a must for the development of any country. A major portion of the money earmarked for education by the government should be spent on the spread of literacy and the improvement of elementary, technical, and vocational education.

As many high schools as possible should be converted into technical and vocational institutes. This would not only save the expenditure but also pave the way for economic progress. Quite a large number of students in Germany and Japan are sent

to technical and vocational institutes after completing their primary education, and only those who have the aptitude for higher education are allowed to go in for that.

19. NAEEM, Mohammed. Pakistan Mein Ta'aleemi Pasmandegi (Educational Backwardness in Pakistan) --- In: Qaumi Ta'aleem 1974-75, 62-64. Karachi, Government College of Education. 1975 (U).

The type of education provided in our schools and colleges does not necessarily mean that our students have attained a really high standard of education. They get only help them in securing some job. It neither imparts them real knowledge, nor creates in them a thurst for more knowledge. The system has made them lazy and inactive, and they seldom try to make use of their mental faculties in practical life.

The reasons for present backward education are: 1) poverty; 2) ignorance; 3) ill-planned curriculum; 4) faulty education methods; 5) mal-nutrition; 6) teachers' lack of information about their students' home environment; and 7) lack of audio-visual aids and other equipment in schools. It is pointed out that under the new education policy efforts are being made to introduce suitable reforms in the education system.

20. NASRULLAH, Nusrat. Educational System --- Morning News (Karachi) December 20, 1975.

The educational system that we have in the country is peculiar and unrealistic. It does not take into account the aptitudes and inclinations of the students. The students generally choose academic subjects and pursue careers simply under family pressures and according to social attitudes. It is disturbing to see that as a rule young men and women are opting for professions either on considerations of future monetary returns or on the advice of their short-sighted elders. Unfortunately, the bankruptcy of our educational system leaves no choice for the student to determine where a particular young man's best interests lie. This situation is leading to a massive waste of manpower.

21. SHAH, Syed Wajid Ali. Ta'aleemi Inhetaat (Educational Deterioration) --- Nawai Waqt (Lahore) October 29, 1975 (U).

At present the students are faced with two problems that seem to be insoluble: The increasing number of textbooks and the medium

of instruction, that is, English. Although English is an international language, it is no part of our culture. The adherence to this language as a medium of instruction has proved to be the greatest hurdle in our way to progress.

The inadequacy of teachers is also affecting our education. According to a report, six thousand teachers are needed to run the nationalized institutions. The number of students in urban areas has increased from 20% to 50%, while the number of teachers has remained the same.

Long holidays make the students apathetic toward their studies. The negative attitudes that are so common among the students are the results of their parents' poverty, dissatisfaction among teachers, and the uncongenial atmosphere both in and outside the educational institutions. Unless these evils are removed, the standard of education would not improve.

22. SIDDIQI, Atiqur Rahman. Moassar Ta'aleem (Effective Education) --- Nawai Waqt (Lahore) November 5, 1975 (U).

The standard of education is falling in direct proportion to the rise in the number of schools. Both the teachers and the taught have grudge against each other. The situation can improve by goodwill and understanding on both sides.

So far as the teacher is concerned, the first and foremost thing he should do is to know the feelings and aptitudes of his students. He must also know the strength and weaknesses of each student so far as his mental and physical capabilities are concerned. Modern educationists hold that teaching should take place in a free atmosphere, and the method of teaching should be simple and clear. The teachers must also know the proper use of audio-visual aids. Education would be effective only if both the teachers and the students cooperate with each other.

23. ZAIDI, Ali Azhar. Education --- Dawn (Karachi) October 2, 1975.

The recommendations of the inter-provincial Conference on education will be acclaimed in the educational circles. Students are the most valued asset of the nation, and we must try to give them the best education. Because of the faulty system of

education, we have failed to check cheating in the examinations in spite of the best efforts of the teachers. We have failed in this effort not because we have an inherently delinquent lot of youngsters or because the teachers lack the sense of responsibility. The fault lies in the defective system of education which we have been following so long. So, the sooner we switch over to the semester system, the quicker we can achieve our objective.

It is heartening to see that the Government has started placing greater stress on technical education. In this connection, the problem of the paucity of teachers can be solved by requisitioning the services of technologists from such departments as the Atomic Energy Commission, PCSIR, Meteorological Department, PSI, SUPARCO, etc. We have a vast number of technologists in these departments, and we can easily arrange part-time teachers from such departments to man at least six more colleges of technical education.

EDUCATION REFORMS

24. AHMAD, Mushtaq. Ta'aleem Ka Girta Hua Me'yaar (Deteriorating Standard of Education) --- Jang (Karachi) November 2, 1975 (U).

It was expected that after the nationalization of educational institutions, a new era of educational advancement would dawn in the country. But even three years after the nationalization, the position remains unchanged. The reason is not far to seek. The same old conservative people are still at the helm of affairs in the education department. The objectives that were set for the new system of education, have not been attained. The country again seems to have been deprived of the benefits of the new system of education.

Generally, the students are blamed for the deterioration of the standard of education. It is the orthodox class of teachers which is responsible for the mess. Unfortunately, the teachers have no security of service, and so no interest in their work. They have taken to the practice of private tuition to supplement their income.

25. HUSAIN, Faqir. Our System of Education --- Khyber Mail (Peshawar) December 31, 1975.

The biggest drawback for the students right from the primary to the university level is the heavy syllabi. The curriculum

is outmoded and unrelated to the practical needs of modern life.

The medium of instruction is another problem for our students. The dilemma is that in spite of numerous assurances for the replacement of English by Urdu, the situation has remained unchanged. Most of the students fail to attempt a question not because they do not know the answer, but because they cannot express themselves in English, which is the medium of instruction and expression in graduate and post-graduate classes. Similarly a great majority of students prefer to cram the answer to a particular question rather than write it in their own words.

26. ORAKZAI, Abdul Aziz. Our Educational System --- Khyber Mail (Peshawar) December 2, 1975.

It is a fact that the present educational system cannot be replaced with a single stroke of pen. What is needed now is to revise the entire set of syllabi of primary and secondary classes to making it relevant to the requirements of the Province.

It is sad to note that some of the teaching staff from the primary classes up to the university level have no interest in the welfare of the students. They are concerned solely with their salaries. This situation should change sooner rather than later. It is essential that any change in the educational system must be preceded with a corresponding change in the psychology and outlook of the teacher. Another reform that is long overdue is the replacement of English by Urdu as the medium of instruction.

27. SHAH, Asker Ali. Needs of Education --- Khyber Mail (Peshawar) October 17, 1975.

In our enthusiasm and eagerness to make good on the inadequacies and lapse of the past in the educational field, we have been apt to lay emphasis more on quantitative expansion than on qualitative improvement. Standards have gone down noticeably. One reason, perhaps, is that there is a world of difference between that is so brazenly drummed up and what happens in the actual field. Now there is a high-flown enunciation of such things as adult education programs, shift towards scientific and technological education, etc. The more immediate need nevertheless is to make amends for the neglect of the past.

Most schools are in very bad shape. Educationists are also expected to make a reassessment of nationalization and have a hard look at the results so far. Figures adduced in this regard may be impressive, but the solid outcome has not been very gratifying. The downdrift in many a hoary and erstwhile prestigious institutions bespeaks eloquently of this. And now the same fate threatens the so-called public schools that used to be run by local bodies.

ELEMENTARY AND SECONDARY EDUCATION

28. KHAN, Hakim Ali. Primary Ta'aleem (Primary Education) --- Mashriq (Karachi) October 6, 1975 (U).

It is generally believed today that primary education has lost its effectiveness. And it is so. The reasons are: 1) Outdated methods of teaching are still employed in most of the schools, although we have an army of trained teachers to do the job. 2) Majority of primary teachers do not take interest in their profession. They give up this profession as soon as they get better job, the stock argument being the poor salary of the teacher. The salary of the teaching staff should, therefore, be brought at par with those of the other government employees. Deserving teachers should also be given cash awards or certificates. 3) The teachers should know the purpose of education and teaching. 4) Other problems of teachers, especially of those in the rural areas should be solved. Usually there is only one teacher in village school, and he is overburdened with work. There should be at least two teachers in such an institution. 5) In order to make a success of the proposed 'Guardian-Teacher Council', the teachers should meet the guardians off and on and try to find out the problems of the students.

29. Primary Education --- Pakistan Times (Lahore) October 26, 1975.

Education is indispensible for the development and progress of a country. To achieve this goal, many revolutionary reforms have been introduced by the Government, such as, the nationalization of privately managed schools, the provincialization of the schools run by local bodies, the reorganization of the educational set-up, and the modernization of curricula.

But our system of education still lacks purpose and direction. One of the main reasons for this state of affairs is the lack of proper facilities in schools, particularly at the primary and secondary stages. It is, therefore, proposed that the administrative unit of primary education be constituted at sub-divisional level, and the post of the Assistant Education Officer be upgraded to National Pay Scale No. 17. This will involve only a small rise in expenditure, but will have far-reaching effects on the improvement of educational standards.

EXAMINATIONS

30. AHMAD, Aftab. Semester System --- Pakistan Times (Rawalpindi) October 25, 1975.

At last the Punjab University has switched over to the semester system. The new system is hoped to improve the standard of education. It may inculcate the habit of reading in the students, promote the use of libraries by them, and encourage them to devote their time to studies. It is strange to see that in most of the departments only one copy of the textbook is available while the number of students who desire to use it is more than 40 in certain cases. It is not understandable how the university can justify its schedule of preliminary tests when the books have not been provided to the students. The Vice-Chancellor should look into the matter and stop the tests till the required number of textbooks is made available to the students. If this is not practicable at present, the present method of awarding the grades to the examinees may be confirmed.

31. AHMAD, Anwar. Examination Reform --- Pakistan Times (Lahore) November 27, 1975.

At present, there is little stress on the intellectual application, mental culture, and the development of critical faculties among the students. All that the student is taught is to prepare him for a three-hour test at the end of the session. The questions are so framed as to test only his powers of memorizing. The result is that over the years education has become poorer in content and examinations farcical.

In the past two years, however, a number of plans to reform the

education system have been prepared; a new scheme of studies with agro-technical bias has been finalized, and the semester system of internal evaluation has been introduced. The process of change and reform has been extremely slow. Unless we move more speedily, we will not be able to meet the challenge of a situation that is fast deteriorating.

32. ANSARI, Abdur Razzaq. Semester Sistam (Semester System) --- Nawai Waqt (Lahore) October 21, 1975 (U).

It is heartening to see that the Punjab University has introduced the semester system from the current academic year. This system has been a tremendous success in developed countries, but we cannot expect similar results in our country for the following reasons: 1) Our country is underdeveloped economically and politically, and it cannot bear the enormous financial burden that the system entails. 2) The libraries in our universities and colleges are not fully equipped. 3) Our educational institutions are understaffed.

This system has achieved success in the developed countries because of the fact that all sorts of conceivable facilities are available to the students there. They are trained vocationally after they finish their primary education. It would be erroneous to expect much good from this in an underdeveloped country like ours.

33. CHORI, Chaman Ali. Hamarey Imtehanaat (Our Examinations) --- Nawai Waqt (Lahore) October 29, 1975 (U).

The entire system of examinations from class one to M.A. has become a farce. The use of unfair means by the students is rampant and open. This is known to the authorities, but they shut their eyes from this bitter reality and sit unconcerned. Some of the causes for the growth of corrupt practices in the examination halls are: 1) The students do not prepare themselves as they should, for the examinations. 2) The teachers do not complete the courses. 3) Parents are anxious to see their wards through the examinations by hook or by crook. 4) The students know that they will not be punished if they use unfair means. 5) The overcrowding of examinees has spoilt the atmosphere of examination centers. 6) Invegilators do not discharge their duties honestly. All these irregularities could be stopped if the invegilators and the examiners adopt strict methods of control and honestly discharge their duties.

34. HAQ, Fayza. Postponment of Exams --- Morning News (Karachi) November 8, 1975.

The postponment of examinations has become a perennial feature of our education system. While such postponments come as a boon to the easy going students and encourage them to adopt unfair means in the examination halls. They create needless inconvenience and confusion for the conscientious students and teachers. Those who have genuine reasons for staying away from their studies are few.

35. HASAN, Qamrul. Reyaeti Number (Grace Marks) --- Jang (Karachi) December 10, 1975 (U).

The results of the Inter Science examinations announced by the Higher Secondary Education Board, show that the Board has stopped the facility of awarding five grace marks from the current year. This has deprived many students of a good division.

At present, this step has been taken by the Karachi Board of Education. This is a great injustice to the students of Karachi. The awarding of grace marks may be called an evil, but it is a necessary evil that has been their for long. It would have been better if the Karachi Higher Secondary Board of Education retained it till the introduction of the semester system in colleges. The argument of the Board that the practice of awarding grace marks was one of the causes of the deterioration in the standard of education sounds hollow.

36. HAYAT, Zahid. Mayooskun Imtehani Nataej (Discouraging Examination Results) --- Nawai Waqt (Lahore) October 14, 1975 (U).

The present government has taken a commendable step by introducing semester system for post-graduate students. This system should also be introduced immediately in colleges. The success of this system largely depends on the teachers. It is feared in some quarters that teachers would be tempted to take undue advantage of their extended powers and importance under this system. This lurking fear should be no excuse for introduction of a system that has proved universally useful. It is the only system that enables the students to work hard, to study the books, to attend the classes, to visit the libraries, and to prepare the assignments they get from their teachers. The success of the system lies in maintaining peace in educational institutions.

37. HUSAIN, M. Rashid. The Semester System --- Morning News (Karachi) November 11, 1975.

The conditions in which the present system is working cannot raise the standard of education in the country. It may, rather, retard it. The special semester of two and a half months was only a formality to promote the students to the second semester. It is too short a period to cover a course and prepare the students for the examination. The semester system, as envisaged, is not working as it should because of the paucity of teaching staff, books, and other facilities. It is rather working in a vacuum, and causing only inconvenience to the students. If the system is to succeed, the teacher-student relations require to be improved and better facilities should be provided to the students.

38. KHANAM, Fatima. Murawwija Imtehaan Ki Kharabiyan Aur Unka Hal (Defects of the Present Examination System and their Remedies) --- In: Qaumi Ta'aleem 1974-75, 65-67. Karachi, Government College of Education. 1975 (U).

In the present educational setup examinations are often thought of as something dreadful. This dread is due to the fact that our examination system is dreadfully faulty. Examinations are nothing new in the world. They have been there from time immemorial and their purpose has always been to judge the mental capabilities of the examinees. In a way, examinations are inevitable. What is important to remember is to bring about a healthy change in the present system of examination.

The defects in the present system are: 1) loaded curriculum; 2) lack of co-curricular activities; 3) craze for written answers; 4) effect of trivial disturbances; 5) faulty methods of assessment; and 6) ill health of students. The writer briefly discusses these defects and gives suggestions for improving the examination system.

39. KHURSHID, Abdus Salam. Semester Sistam Ko Kaise Kamyaab Banaya Ja Sakta Hai? (How to Make the Semester System a Success?) --- Mashriq (Karachi) November 15, 1975 (U).

The semester system introduced in the Universities of Pakistan can succeed only if: 1) the teachers work devotedly and be honest to their profession; 2) the administrative wing of the

Universities cooperates with the teachers; 3) the books needed in the departments are immediately provided and enough accommodation is to be made available in the libraries for the students to sit in comfort; 4) more teachers are employed for the work in the various departments; 5) the provincial governments make the funds available without any delay; 6) one day is fixed for elections of unions in every department; 7) no functions of the Unions are held during the teaching hours and; 8) immediate attention is paid to the demands of the students and the teachers.

40. MALIK, Sohail. Inter-Science Talaba Ke Liye Reyaeti Numbaron Ka Mas'ala (Problem of Grace Marks for Inter Science Students) --- Hurriyat (Karachi) December 22, 1975 (U).

All the Secondary Boards of Education in the country have struck to the tradition of awarding grace marks to Inter Science students. From the current year, however, the Karachi Board has decided to discontinue this old tradition. The reason given by the Board is that it wants to stop the standard of education from falling further. This argument of the Karachi Board sounds unconvincing because no other Board in the country has chosen to do so. If the Karachi is so anxious to raise the standard of education, it should begin with reforming the present system of teaching and examinations, because the standard of education depends on the system of education and not on doing away with grace marks.

41. SABRI, Mohammad Ahmad. Semester Sistam (Semester System) --- Nawai Waqt (Lahore) November 4, 1975 (U).

In order to raise the standard of education the Government have come out with some recommendations. One of these is to change present system of examinations. This system is outmoded. Three hours are not enough to judge a student's labour of two years. The Government wants to replace it with the semester system. But this system is proposed to be introduced only in universities.

The semester system should be introduced at the school and college levels, so that the students may become familiar with it from the early stages. The system would help strengthen the teacher student relationship. The system can be made more effective, if every educational institution has a well-equipped library which could help the students in their research work.

The schools and colleges in rural areas have no science laboratories. Laboratory facilities should be provided to these schools as soon as possible.

42. SAQUIB, Omair. Has the Semester System Been a Success? --- Morning News (Karachi) November 1, 1975.

The declining standard of education in the country has ever remained a cause of concern for the educationists in Pakistan. Recently, however, it was decided to introduce the semester system in the higher educational institutions. This system has had a run of just over one year in the Karachi University.

The semester system in Karachi University requires much larger echelon of teachers than the exisging one, because the academic responsibilities of the present teaching staff have increased considerably. As the teacher-student ratio in the University is far below the optimum, each teacher of a department has to teach more than one course. This overwork leaves him little time for such activities as library work and preparation of lessons. It also tells upon his efficiency of teaching and professional skill. Only a generous rise in the strength of teaching staff can insure the success of the semester system in the Karachi University.

HIGHER EDUCATION

43. BADAI, M. Sabihuddin. Financial Administration in the Universities --- Morning News (Karachi) December 24, 1975.

In our country, most of the students are drawn from the upper and lower middle classes. In view of this, the increase in the tuition fees for university education is likely to be quite trifling.

It is further contemplated that higher education would be made selective, because expereince shows that majority of students are mere drifters who need a system of education that would prepare them for special avocation and impart to them special skills for gainful absorption in the occupational structure. At present, there is a colossal wastage of money on them by a society that has the lowest literacy rate and needs a broader base of primary schooling and adult literacy.

Selective admission is recommended for bringing about an improvement in the standard of education by concentrating attention upon the students who are really serious and have an aptitude for the particular field they select. However, such selective admission is not the remedy for all financial ills of the university. It is also necessary to increase the number of teachers and expand the supply of equipment and laboratory material and other teaching aids.

44. KHAN, Mohammad Aziz. Our Universities --- Khyber Mail (Peshawar) November 4, 1975.

Universities in Pakistan do not seem to have any uniformity in their educational policies and procedure. Our country in its infancy demands that all educational institutions are run on a uniform and coherent basis.

The first and foremost need is that religious education must be imparted on degree bucis. Like the lawyers and doctors, theologians should be required to undergo University education before they are allowed to preach in mosques. Our average student, who comes out of a university has little religious knowledge and less discipline.

45. KLITGAARD, Robert E. Who Should Go to Pharmacy School? --- Pakistan Economist (Karachi) Issue No. 43: 12-13. October 26-31, 1975.

The recent crisis over the admission policy of the Faculty of Pharmacy in the University of Karachi raises broader questions. The moot points are: 1) What is and what should be the place of "merit" in the matter of admissions to the University? 2) Do students' scores in intermediate examinations accurately foretell their success in university careers? 3) In a situation of mounting demand for professional education, how to decide who gets in and who stays out?

By looking at the of admission to Pharmacy Department, we can have some appreciation of ways to approach such questions, which have direct relevance to Pakistan's manpower policies. The

writer discusses the subject in some detail under the headings: 1) demand for admissions; 2) merit and admission; 3) predictive power of intermediate marks; 4) better criteria; 5) open admission; 6) the optimum number of seats; and 7) issues for consideration.

HISTORY OF EDUCATION

46. KHAN, Zafar Husain. Pakistan Ka Nizam-e-Ta'aleem (System of Education in Pakistan) --- In: Falsafa Aur Ta'aleem, 175-236. Karachi, Ilmi Kitab Ghar. 1975 (U).

The education system we are following today is the heritage from colonial days. The educational set up was officially introduced in 1882 on the recommendations of the Hunter Commission. Changes have since been introduced from time to time as required by the changing circumstances. A great change has taken place since 1947 although the set up has remained more or less the same. Some important changes were introduced by the Education Commission in 1958.

A review of the educational situation is presented with a discussion on important features, merits, aims, and objectives in the different fields of education. The broad heads of discussion are: 1) primary education; 2) secondary and higher secondary education; 3) boards of intermediate and secondary education; 4) professional and technical education; and 5) higher education.

47. KHAN, Zafar Husain. Ta'aleemi Tahrikaat (Educational Movements) --- In: Falsafa Aur Ta'aleem, 239-266. Karachi, Ilmi Kitab Ghar. 1975 (U).

Sir Syed Ahmad Khan and his Aligarh movement opened the way for Muslim education in the subcontinent at the time when the Muslims of this region had rejected modern knowledge as alien to their culture and contrary to their beliefs. The Pakistan movement is the result of the educational awakening of the Muslims through the Aligarh movement. A similar movement was started at the same time at the Nadvatul Ulema

of Lucknow. Its founder was Sir Syed's companion, Moulana Shibli, and it had a marked religious bias toward education. Another religious-cum-educational movement started at this time at the Darul Uloom of Deoband, which later produced a great number of scholars in various fields. Jamia Millia Islamia, a nationalist educational institution, provided nationalist education in combination with modern and religious education.

A brief mention is made of other movements of secular education, which also influenced educational scens in the sub-continent.

ISLAMIC EDUCATION

48. AZIZ, Mohammed Yahya. Arabi Zuban Nahien Balkey Deen Hai (Arabic Not Language But Way of Life) --- In: Qaumi Ta'aleem 1974-75, 39-41. Karachi, Government College of Education. 1975 (U).

It is surprising that we are still clinging to the English system of education to the neglect of our literary, cultural, and social heritage. The British people, who once ruled over the Indo-Pak sub-continent, hated Islam and the Muslims and did everything in their power to discourage Islamic teaching in this land. The education system they enforced was alien to Islamic teachings.

After the establishment of Pakistan it was hopped that the framers of education policy would change the education set up and reintroduce Islamic teaching and the Arabic language. This was not to be. It is heartening to see that the new government has taken appropriate steps to change the basic pattern of education. It is hopped that Islamic teachings and Arabic language will regain their rightful place in the education set up of the country.

LANGUAGES, TEACHING OF

49. HASAN, Riaz. 'Inglish Fear Thee Pakistanis' --- Pakistan Times (Lahore) November 30, 1975.

Language teaching and learning in Pakistan is far from ideal. Our pass percentages in English are very poor. This can, however, be justified on the pretext that English is a foreign tongue. Even so, our pass percentages in Urdu are not much better. Even after spending nine years in learning English from the 6th class to graduation, very few students can express themselves in English.

The teacher should, so to say, take a back seat in the language class. He should, of course, be visible and willing to help all the time. But he must not be overwhelmingly vocal. Nor must he be a stickler for minor points of grammar which do not grievously injure communication.

It is important to recognize that, in spite of the best efforts of teachers of English in Pakistan, a Pakistani dialect of English has become so well entrenched in our country that no attempt to Briticize it now to conform with models supplied from abroad can succeed. It is time to accept the 'faith accompli'. This acceptance would achieve two things. First, we would stop wasting time and money trying to correct the incorrigible, and second, our low pass percentage would rise considerably.

50. SHAHAB, Rafiullah. Arabi Kay Beghair Islamiyaat Ki Tadrees (Teaching of Islamic Studies Without Arabic) --- Tulu-e-Islam (Lahore) 28(7): 17-23 p. July 19, 1975 (U).

Efforts to promote the teaching of Arabic language are all to the good. The present government has encouraged Arabic learning and started Arabic classes not only on radio and television but also through National Centers in many parts of the country. However, the teaching and learning of Arabic in educational institutions is anything but satisfactory. In spite of the fact that every university has included the subject of Arabic language in its prospectus, Arabic teaching is nowhere encouraged. One can get a degree in Islamic Studies even if one is not proficient in Arabic language.

Some suggestions have been offered for teaching of Arabic language in educational institutions without adding to financial burdens.

51. SIRAJUDDIN. "Correct English" --- The Sun (Karachi) November 2, 1975.

Our present method of teaching composition is very ineffective. In the last 20 years dozens of "new" courses have been worked out, and scores of handbooks on grammar, rehetorics, and essay writing have appeared in the market. This problem has not been solved even by bringing in new teachers or changing local circumstances.

In various places and at various times, really good teachers have taught composition without appriciable success. Similarly, varying local circumstances as the quality of students, size of classes, amount of student and teacher time devoted to writing in classes, have failed to yield the desired effect. To discover the root cause of this malady we have to go deep into the question.

LIBRARIES

52. SHAH, G.D. College Librarian Say Nainsafi Kiyun? (Why Injustic to College Librarian?) --- Musawat (Lahore) August 16, 1975 (U).

Injustice is once again being done to college librarians. Their case has been overlooked in the new budget. In the new education policy, the government clearly admitted the proprietry of awarding them the same grade as that of the lecturers and giving them other facilities that go with it. Unfortunately, however, the decision has remained unimplemented. Librarians enjoy a high status in all the European and developed countries in dismal contrast to the situation in Pakistan. This is the main reason why most of the librarians have forsaken this profession at the earliest opportunity.

It is really a great achievement of the present government to have provided for the setting up of fifty thousand libraries in the country, But this project can succeed only when the trained librarians are encouraged to remain in this profession.

LITERACY

53. JARCHAVI. Mehdi Abbas. Education --- Dawn (Karachi) November 1, 1975.

The Federal Education Ministry has recommended that the eradication of illiteracy should be taken up as a national

priority second only to defence. It suggests that all facilities should be mobilized for reinforcing the adult literacy compaign. Besides education, citizens should be made to do national service and to devote a part of their time in this purpose.

It should, however, be kept in mind that there is no sense in talking about adult education while we are unable to provide education to our younger generation. So far, our efforts to educate adults have been fruitless. Our educational institutions are suffering from lack of funds, and even primary education is not available to most children. The standard o education has also gone down to an amazing extent. These elementary problems should be solved before we begin to think of adult education for our country.

MEDICAL EDUCATION

54. ABDULLAH, Syed Mohammad. Medical Education --- Pakistan Times (Lahore) December 12, 1975.

During the last three years, the number of seats in medical colleges in the Punjab has shot up from 450 to 1,750, although the facilities available in these instituions are the same as they were 15 or 20 years ago. Previously, not more than 8 students worked on a Cadaver. Now there are 40 of them. The physiology laboratories have apparatus that dates back to the thirties, and experiments have to be carried out in three shifts. Many of the experimental methods have long became obsolete. The apparatus for performing modern experiments simply does not exist. The biochemistry laboratories are not comparable even to the chemistry laboratory of a secondary school. As for classrooms, the doctors-to-be have, at times, to squat on the floor in the lecture theatres, because there are not enough chairs for them to sit upon, nor space in the theatre for more chairs.

55. ARIF, Mohammad. Medical Education --- Pakistan Times (Lahore) December 12, 1975.

The suggestions madd recently by the Pakistan Medical Council for revolutionizing the MBBS syllabus deserve close attention. In this respect the following suggestions are made: 1) Because of great advances in the peaceful uses of nuclear energy, the medical field has acquired special importance. The students should be given some basic clinical and laboratory experience in the diagnosis of various diseases. This will enable

prepare the college students for advance specialized training in nuclear medicine. 2) Cancer is spreading ominously. It is time to add moleculer medicine to the MBBS Course. It should begin from the third academic year. 3) While adding extensive new subjects to the syallabus, we should also extend the duration of the MBBS Course from five to six years. 4) Biochemistry needs a good deal of attention.

56. BURNEY, C.A. Medical Education --- Pakistan Times (Lahore) December 8, 1975.

The present system of medical education in the country is a lagacy of the British rule. Now that the British themselves have introduced radical changes in their system of education, there is no justification for us in Pakistan to cling to the conventional methods.

Medical profession in Pakistan has been brought up on a system of essay-type lectures and examinations. No useful purpose will be served unless teachers and students participate actively in a dynamicprocess of education. The World Health Organization has set up regional teacher training centers for different regions of the world, where medical teachers from various countries are taught modern methods of medical education. A similar National Teacher Training Center has been planned and finalized for Pakistan. It would be soon opened in Lahore.

The Pakistan Medical and Dental Council is the highest body to control and be responsible for medical education in the country. This statutory body has, however, failed in its purpose. It is necessary to bring about suitable changes in medical curricula, to raise pre-medical educational standards, to revise the criteria for, and number of admissions in colleges, and to reform the methods of learning and examinations.

57. BURNEY, C.A. Medical Education Needs a Change --- The Sun (Karachi) December 13, 1975.

The growing consciousness of their position and place in society among the medical students has accumulated the need for a basic change in the curriculum and pre-medical education standards, the criteria and number of admissions in colleges, the nature and extent of subjects to be taught in different years of medical education, the methods of learning and examinations, and the objectives to be achieved. It is high time merit and merit alone was accepted as the yardstick for the curriculum.

A great responsibility rests on the administrators of medical education, as they constitute the trio with teachers and the students, for the shaping of the health policy of the country, laying down the standards of medical education, and providing the finances.

58. ILAHI, Inayat. Medical Colleges --- Dawn (Karachi) October 25, 1975.

The province of the Punjab, has a population of 37 million and seven medical colleges with an accommodation for about 2,000 students every year. The province of Sind has a population of 14 million and four medical colleges for about 1,000 students every year. The province of Baluchistan has a population of 2.4 million and one medical college for about250 students every year. But the North Western Frontier Province, has a population of about 8.5 million and only one medical college for 244 students every year.

Last year the Khyber Medical College, Peshawar, the only medical college in the province, admitted about 300 students. This year the number has been reduced to 244 seats, out of which open-merit seats are only 165. Every effort should, therefore, be made to remove this glaring disparity between the provinces in this matter, and, as an interim measure, the Khyber Medical authorities should be ordered to admit 300 students this year also.

59. KHAN, Mohammad Ayub. Need for More Medical Colleges --- Khyber Mail (Peshawar) October 14, 1975.

The number of admission to the medical colleges on population basis in this province is very low as compare to those in other provinces. We are admitting only one third of the number that we should be admitting. It is pertinent to point out that the question of increasing the number of seats by opening new medical colleges, has been purely a provincial subject. There is no convincing evidence to prove that our need for doctors is in any way less than that in other provinces. As a matter of fact, our need is more, and unless we look ahead and make necessary provision, we will be soon importing doctors from outside to man our health services.

The capacity of Khyber Medical College is limited and has reached saturation point. The need for increasing the intake

of medical students should be brought home to the authorities. Mardan, Hazara and southern districts would have one medical college each. This will increase our intake of students and bring us at par with other provinces.

PSYCHOLOGY

60. BUTT, Khurshid Anwar. Waledain Ka Rawaiyya AurBachchay (Parents' Treatment and Children) --- Rah Numaa (Lahore) 4(5): 12 & 27 p. August 1975 (U).

All parents yearn to have children, but not many of them give proper attention to their upbrining and healthy development. Mother's lap is the first school of the child. Whatever a child gets from his mother will form the base of his future life. Childhood is a very important phase of a man's life, and the right handling of the child at this stage will produce good citizens of tomorrow. It is the duty of parents to provide a happy and calm environment to the children in the house. Divided and quarreling parents will harm the healthy growth of their children.

Children have their own personality, and parents should be careful in handling them. Instead of forcing their own decisions upon them, parents should try to win them over to their own way of thinking by persuasion and advice.

61. FATIMA, Rafiq. Shakhsiyat Ki Ta'ameer Mein Mahol Ka Hissa (Part Environment Plays in Character Building) --- In: Qaumi Ta'aleem 1974-75, 79-84. Karachi, Government College of Education. 1975 (U).

Everything good or bad in man goes to make up his personality, including his physical features, his mental capacities, his special abilities, and his character. The personality build up is directly affected by the environment. There is a discussion of environment, which includes climate, economic conditions, political situation, effects of family ties, role of culture, etc. All these elements actually form the personality of the man. It is shown how these elements affect personality, and how the personality build-up can be changed by means of suitable reforms.

It is discussed how healthy environment produces better citizens, how environmental changes can bring about healthy changes in the individual and the society.

62. JAFAR, Shahana. Nafsiyaat Aur Moallim (Psychology and the Teacher) --- In: Qaumi Ta'aleem 1974-75, 68-69. Karachi, Government College of Education. 1975 (U).

The subject of psychology has acquired immense importance in modern times. It helps in the proper development of the personality of the child. The study of children's behavior has completely changed the mental attitude toward child education. Today education is provided in keeping with the psychological factors of the children and their interests. This child centered education is based on the principles of psychology.

Today a teacher is considered ill-equiped if he is not well versed in the subject of psychology. A good teacher should know the laws of the development of human personality and should be aware of the factors that affect it. A teacher is a guide, and psychology determines the principles of guidance. It is rightly held that no educational process can occur without the guidance of psychology.

SCIENCE EDUCATION

63. AFZAL, F.A. Science Teaching in Pakistan --- The Sun (Karachi) October 12, 1975.

The standard of education is poor in Pakistan. We have very few outstanding scientists and inventors as compared to the developed countries. Many countires do not recognize our degrees.

For the last few years, our educationists have been trying to find out the cause of the malfunctioning of our educational system. But unfortunately no satisfactory way has been found to improve the situation.

Recently, the syllabi have been changed. The subjects included in the new course are to some extent relevant to present needs of the country. But the method of presenting the subject-matter to students is outdated. Actually we are following a system which is at least one hundred years old. We should change our educational system in such a way that would encourage independent thinking among the students.

STUDENTS' PROBLEMS

64. NASRULLAH, Nusrat. Youth Indiscipline --- Morning News (Karachi) October 25, 1975.

There was a time when students tried to copy the conduct and behavior of their teachers. But, for various reasons, this is not the case today. The next example for the students to emulate was that of their own parents. This too has lost its charm, because most of the parents have simply no time to spare for paying attention to their children. The elders in almost every family are busy working more to earn more.

The upshot of all this is that the parents have lost their credibility with their wards. In fact, this problem is largely responsible for the present indiscipline among the new generation.

The situation will worsen with the growing congestion of students in the classroom after the introduction of free schooling.

65. QURESHI, Merajunnabi. Talaba Kay Liye Lamha-e-Fikreya (A Moment of Thought for Students) --- Hurriyat (Karachi) November 20, 1975 (U).

Teachers play a vital role in the mental development of students; and a healthy educational atmosphere very much depends on the correct mental co-ordination between the teacher and the student. Unfortunately, this is not the case in our educational institutions.

Students have developed sickly mental attitudes. They do not bother about their future. They are always found engaged in extra-curricular activities. They devote little attention to their books. Majority of them regard the educational institutions as so many play grounds.

Such students have no definite and positive aim of life. Here the teachers have an important role to play in shaping the destiny of the students. It is unfortunate that the relationship between the students and the teachers is not as cordial as it should be.

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TEACHER EDUCATION

66. KHANUM, Fatima. Moallimeen Training Kay Baad (Teachers after Training) --- In: Qaumi Ta'aleem 1974-75, 85-86. Karachi, Government College of Education. 1975 (U).

It is generally supposed that training in teaching is needed only for the sake of academic degree and not for practical use in the classroom. The intending teachers come out with the argument that no facilities are available for putting to use the methodology learnt during the training. Moreover, there is not enough time to cover the entire syllabus by employing the advanced teaching method. Thus, training serves no practical purpose.

This line of argument is not correct. Many of the things we learn in training can be easily used in classrooms. Some examples are given, and it is emphasized that our teachers should make maximum use of the knowledge they acquire in the course of training.

TEACHERS

67. ALI, Nusrat. Teachers Versus Education --- Pakistan Times (Lahore) December 28, 1975.

The present social conditions pose an enormous challenge to a teacher. The challenge before him is to rediscover his own identity vis-a-vis social set up and to help create a new healthy ethos. Teaching by its nature is not a profession. It is a vocation, a calling, and must attract its bold missionaries and not functionaries. For this purpose, education has to be made purposeful and attractive.

The idea of promotion on the basis of seniority is absurd so far as education is concerned. Appointments at all levels should be direct and on the basis of performance alone. This will be a real incentive for all keen and sincere scholars and will weed out the unwilling workers from education.

The issue of pre-service training for teachers also merits attention. We have pre-service training institutes and programs for other caders but none for college or university teachers. One of the reasons why educational standard has deteriorated in the country is the induction of fresh M.As. into service without any prior orientation.

68. ANDALIB, Mohammad Nav d. Talaba Ka Akhlaqi Me'year Aur Asateza Ki Zimmedarian (Moral Standard of Students and Responsibilities of Teachers) --- Nawai Waqt (Lahore) November 18, 1975 (U).

There is a basic difference in the system of education in schools and the one in colleges. Students in schools are more strictly subject to discipline, and they are taught to implicity obey their teachers and parents. In colleges, however, the students are given greater freedom of action except in the matter of respect to their elders. In practice, however, hardly one per cent of the students are found to be obedient a and respectful to their elders, including the teachers. It is, therefore, the duty of the teachers to inculcate in the students the virtues of ordinary morality and good conduct.

The teachers should not stick to the teaching of books only. They should teach the students by precept as well as practice. Now-a-days the relationship existing between the teacher and the student is not what it once was. This relationship has to be revived and strengthened, because on it depends the congenial atmosphere of the educational institutions.

69. KARIM, Fazal. Asateza Ki Ma'ashrati Haisiyat (Social Status of Teachers) --- Nawai Waqt (Lahore) October 29, 1975 (U).

Teachers of schools and colleges are generally blamed for the bad results of examinations in our country. They are held responsible for the deterioration in the standard of teaching, unrest among students, and malpractices in examination centers.

We conveniently ignore the real problems. Teachers are the most neglected class of our society. They are considered as second class citizens. They cannot move in higher society. Although the government has somewhat enhanced their emoluments, they still live hand to mouth. It is too much to expect that the students and other classes of society would respect them as a class. So, the need of the hour is to raise their salary and provide them the means for leading a respectable life.

TEACHING METHODS AND MEDIA

70. USMAN, Mohammad. Ta'aleem Aur Zariyae Ta'aleem (Education and Medium of Instruction) --- Imroz (Lahore) October 2, 1975 (U).

Only 44% of our children are educated in schools, and 56% remain deprived of basic education. The percentage of literacy

in our new generation is a clear index of our backwardness in all fields.

Our curricula and the system of examinations should be reformed first. The most ticklish of the problems we are facing in the field of education is the controversy about the medium of instruction. Educationists the world over unanimously hold that children should be taught in their mother tongue. Unfortunately this is still a debatable question with us.

The regional languages of Pakistan should be made the media of instruction for primary education in the respective provinces. Urdu should be made compulsory from Class VI for everyone. The children with Urdu as their mother tongue should be taught a regional language as compulsory subject from Class VI. In Classes IX and X the choice of the medium of instruction should be left to the students. In the universities, however, Urdu should be the medium of instruction.

TECHNICAL EDUCATION

71. KHAN, Nawab Allah Nawaz. Sainsi Aur Techniki Ta'aleem (Scientific and Technical Education) --- Mashriq (Karachi) November 12, 1975 (U).

School education should be relevant to the facts of life. Otherwise the students, after completing their education, will ever remain a prey to inner conflicts.

In this respect, our present system of education has proved an utter failure. Their education has not benefited our society in any way. The students are always up against some problem or other, because they do not have any definite aim of life. Our system of education should be so changed as to fulfil the needs of the country. This can be done if technical and vocational education is introduced in our schools. Although the present government has taken the first step to popularize this education, certain basic changes are yet to be made in this connection before the new system of education starts working smoothly.

72. NAQVI, Syed Mohammad Isa. Berozgari Ka Mas'ala Aur Fanni Ta'aleem (Problem of Unemployment and Technical Education) --- Mashriq (Karachi) November 7, 1975 (U).

This is the age of technical and scientific eudcation. So, the government should open as many technical schools and

colleges as possible, and provide additional facilities to attract the students to this field of education.

The growing menace of unemployment can also be curbed with the help of technical education.

There is no denying the fact that only a small number of students have a liking for this type of education, because, being technical and scientific, it is very costly, and most of the students come from the classes that can not afford to bear this cost. The best that government can do in this behalf is to provide special concessions for such students.

73. SHAIKH, M. Islam. Role of Engineering University --- Pakistan Times (Lahore) October 13, 1975.

While the Engineering University offers field engineers courses of short duration on the various aspects of water-logging, salinity, and irrigation engineering, it continues to help the inservice engineers to attend evening courses leading to Master's Degree in water resources. A lot more can be done and must be done to suitably train our engineers in the specialized fields. There is an urgent need for conducting some basic research to guide the implementation of the above projects which can best be accomplished in a university.

TEXTBOOKS

74. AHMED, Raja Ghalib. Nisabi Kutub - Chand Masail (Textbooks - Some Problems) --- Kitab (Lahore) 12(9): 43-44 p. September, 1975 (U).

Textbooks should be based on up-to-date developments in knowledge. As knowledge is expanding and changing rapidly in modern times, a textbook becomes obsolete in no time, and needs to be replaced by a new one. In developing countries, the process of change in textbooks is slower than in developed nations.

Both curriculum and textbooks should be changed frequently, so that their contents keep abreast of the fast changing stock of knowledge in modern times. It is heartening to see

that the new government has realized the need of such changes in curriculum and textbooks, and has set up special institutions for this purpose. Some guidelines are presented for making necessary changes in textbooks.

75. ARFI, Arif Mahmood. Nisabi Kutub Ki Nayabi Ka Ma'ala (Problem of Non-availability of Textbooks) --- Nawai Waqt (Lahore) November 25, 1975 (U).

The semester system has been introduced in almost all the departments of the Punjab University. But the nonavailability of textbooks has become the greatest problem for the students. Under this system, books are as important as the lectures. In order to solve the problem created by the nonavailability of textbooks, book banks have been opened in some of the colleges and universities. To some extent this would, of course, help the students. The government should now turn to replinishing the existing libraries with modern textbooks and also set up a board at university level, like the Textbook Board, to publish and supply the books to the students at cheaper rates.

76. SIDDIQI, Atiqullah. Nisab Ki Kitaben (Textbooks) --- Jang (Karachi) October 14, 1975 (U).

It has often been observed that textbooks from the primary to the university levels are not available in the market for months after the beginning of the session. This is not a new complaint. On the one hand, the education department promises to put restrictions upon the production and sale of guide books, advising the students to avoid their use, and, on the other hand, the publishers of this stuff are provided all facilities to publish such books on a large scale and flood the market with them. The students have to purchase guide books, because the textbooks are simply not available in the market. It is high time the education department and the textbook board did something to solve this problem.

WOMEN'S EDUCATION

77. ANWAR, M. Varsity for Girls --- Pakistan Times (Lahore) November 29, 1975.

The People's Government has introduced many reforms in the field of education for the benefit of both the teacher and the

taught. The number of educational institutions has been almost doubled. The financial allocations for education have been substantially increased. But unfortunately, the old demand for a separate university for girls has escaped the Government's notice. This demand was made in the manifesto of the Punjab University Students' Union many years ago. The People's Government should give immediate consideration to this demand.

78. JAWAD, Masud. Correct Education a Vital Impact for Women --- Pakistan Times (Lahore) December 28, 1975.

Although the constitution of the land and the educational policy of the government insure equal rights and opportunities to men and women for the acquisition of education and services at all levels, special attention should be given to the education of women. Specialized areas should be specified and specific programs should be evolved in this field.

When deciding the relative values to be attributed in the plan to the various types and levels of vocational and technial training, a clear and accurate forecast of the requirements of manpower and womanpower in the various occupational categories and at every level of skill is essential. Among the specialized areas of women's education, the profession of nursing requires top priority. The secondary priority is the number of trained teachers, particularly at pre-school and primary school levels. The percentage of illiteracy among the women in rural areas is about 90%. Therefore, in rural areas special emphasis has to be laid on adult education through community development programs.

79. ZUBAIR, Fatima. Khawateen Ki Elahida University (Separate University for Women) --- Musawat (Lahore) August 18, 1975 (U).

The demand for a separate university for women is not new. The unfortunate aspect of the question is that it has received scant attention from the high-ups.

One of the major impediments in raising the standard of education is that no separate university for women has been established. Co-education is the root of all evils, as known to all of us. Majority of female students have to go without

higher education because there is no separate university for them in the country. At present, when revolutionary changes are being introduced in thesystem of education, the government should fulfil this demand of our womenfolk, and so long a separate university for women is not set up, post-graduate classes should be introduced in degree colleges.

GENERAL

80. ADEEB, Mazhar Ali. Compulsory Extra Classes --- Sun (Karachi) July 23, 1975.

In most of the secondary schools, the students of the 10th class are 'compulsorily' required to attend extra evening 'tutorial classes' on payment of some extra fees. This 'compulsory tuition system' appears to be useful to the students. But, in the long run, it is positively harmful to the cause of education, for the following reasons: Not all the students need 'extra tuition'. It is certainly unreasonable to force the good students to attend extra tutorial classes along with the bad students. The parents of some of the students may be too poor to pay the extra tuition fees. The Education Department should take appropriate action to save thousands of poor parents and guardians from this uncalled for burden.

81. ASHFAQ, Khalil. Standard of Education --- The Sun (Karachi) December 9, 1975.

No decision has yet been taken as to what language the students should learn - English or Urdu. This question assumes greater importance for the students whose medium of instruction in Matric is Urdu. At college level, they have to learn through the medium of English.

Science students are specially vexed by the language problem. They can not follow the lectures in English.

Apart from the language problem, the system of examination constitutes a big factor in the deterioration of the standard of education. Students freely use unfair means in the examination halls, very often under the very nose of the Invegilators. Unless these defects are removed, no amount of education reform can improve the present situation.

82. BHATTI, Mohammad Ismail. Bekaif Tadreesi Meyaar (Insipid Teaching Standard) --- Mashriq (Karachi) October 10, 1975 (U).

Observation shows that there exists no relationship between the students and the teachers. As a result, the students are left alone to decide what they are to do. They naturally take the course of least resistance and turn to guide books. They get very little assistance from the teachers in this matter. It is, therefore, proposed that some sort of extra-curricular activities should be encouraged to provide opportunities to the teachers as well as the students to get together and speak their minds one to the other.

Unlimited admissions have also ruined the discipline of our educational institutions. A teacher cannot attend to a crowd of students at a time. Restrictions should be imposed on mass admissions.

83. SIDDIQI, M.H. The Academies --- Pakistan Times (Rawalpindi) October 25, 1975.

The People's Government has introduced basic changes in the educational system of the country. One of these is the introduction of the semester system at college level. This has improved discipline in colleges and has raised the educational standards.

One thing that needs attention of the government is the opening of private academies by many lecturers working in government and nationalized colleges. They have the results of the semester examination under their thumbs, and they use it as a lever to compel the boys to joint their 'academies'. Those who can afford to do so are awarded good marks in the semester tests, and the poor students who are too poor to pay the fee and join the 'academies' are denied the marks they deserve. This practice have given rise to another evil in the colleges. To attract the students to the 'academies' these lecturers wilfully neglect classroom teaching and thus try to sabotage the educational policy of the government.

PHILOSOPHY OF EDUCATION (Special Section)

84. HAIDER, Syed Aale. Jamhuriyat Aur Ta'aleem (Democracy and Education) --- In: Qaumi Ta'aleem 1974-75, 110-113, Karachi, Government College of Education. 1975 (U).

The concept of democracy is explained. In a democratic set up three institutions namely elected legislature, responsible administration and independent judiciary are of basic importance. However, only institutions cannot develop democracy, the people's mind should be educated in democratic process. Democracy is not merely a political system, it is in fact a social philosophy based on principle of independence, dignity of individual, equality and fraternity.

Democracy cannot flourish without education. It is not wrong to say that democracy and education are interdependent. A democratci government has great interest in the education of its citizens. In other words democracy determines the aim of education. The basic principles of democratic education are briefly discussed.

85. ILYAS, Surraiya. Ibne Khaldun --- In: Qaumi Ta'aleem 1974-75, 105-106. Karachi, Government College of Education. 1975 (U).

Ibne Khaldun's life and work is briefly introduced. A writer of many books, Ibne Khaldun wrote mainly on history. His famous Muqaddamah of the history of the world, being a sociological discussion, deals with educationaalso along with other subjects. His thoughts on education are based on his practical knowledge and in many ways he is considered a modern educational thinker.

A brief discussion is made of his various thoughts on education dealing with aims of education, methodology of education, curriculum, teacher's role and importance of education.

86. KHAN, Mohammed Shafiq. Islami Nazariyae Ta'aleem (Islamic Concept of Education) --- In: Qaumi Ta'aleem 1974-75, 44-47. Karachi, Government College of Education. 1975 (U).

Islam brought about a revolution in the field of education and acknowledged it as one of the basic needs of man. Isalm is the

only religion which declared education as a social duty. In order to understand the meaning of Islamic education, it is first necessary to understand what Islam is. The writer explains the meaning of Islam and discusses Islamic education.

This discussion proceeds under the headings: 1) importance of education in Islam; 2) concept of knowledge in Islam; 3) educational aims in Islam; 4) contents of education in Islam; and 5) building of character in Islam.

87. KHAN, Tufail Ahmed. Arastu (Aristotle) --- In: Qaumi Ta'aleem 1974-75, 95-96. Karachi, Government College of Education. 1975 (U).

Aristotle is rightly called the father of knowledge. His contribution in various fields of learning is unparalleled. He was primarily a teacher andwanted education on well defined scientific lines. He divided education into different stages each with a well defined curriculum.

The contents of education, according to Aristotle, should fulfil the needs of the time and environment. At the same time it should help in character building. Aristotle's greatest achievement lies in making psychology the base of education. Aristotle was not in favor of higher education for women. Slaves too had no place in his scheme of higher education.

88. KHAN, Zafar Husain, Aflatoon Ka Falsafae Tasawwriyat Aur Ta'aleem (Plato's Idealism and Education) --- In: Falsafa Aur Ta'aleem, 55-68, Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to Plato's life and works. Plato's contribution is really great in the field of education. According to Plato, the harmony between society and individual rested on education. His philosophy of education is based on his theory of idealism. His theory of idealism and educational ideas are discussed under the headings: 1) aims of education; 2) stages and contents of education; 3) female education; and 4) method of teaching.

At the end an evaluation of Plato's educational ideas is presented with a discussion on the faults in his philosophy and on his contribution in the field of education.

89. KHAN, Zafar Husain. Allama Iqbal Ka Falsafa Aur Ta'aleem (Iqbal's philosophy and Education) --- In: Falsafa Aur Ta'aleem, 161-172. Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to Iqbal's life and works. Iqbal is basically a philosopher-poet. He did not wirte any treatise, as such, on education, but presented his thoughts on education in his poetry and in his speeches at places. His educational ideas are basically influenced by his philosophy of 'ego'. He was interested in the development of 'self' in the Muslim youth, and he wanted education to serve this purpose.

The discussion on Iqbal's educational ideas is made under the headings: 1) Iqbal's educational ideas; 2) education and Muslims; 3) comparison of modern education and Muslim education; 4) aims of education; and 5) method of teaching.

90. KHAN, Zafar Husain. Arastu Ka Falsafae Haqiqat Aur Ta'aleem (Aristotle's Realism and Education) --- In: Falsafa Aur Ta'aleem, 69-80. Karachi, Ilmi Kitab Ghar. 1975 (U).

Aristotle's educational ideas are found in his two books "the Ethics" and "the Politics". "The Ethics" deals with the individual's character, and "The Politics" discusses the relation between the individual and society. To Aristotle, education is a must for the construction and consolidation of the state. He was a realist philosopher, and he emphasized the importance of facts and experiments. Aristotle's philosophy of realism is briefly discussed and it is pointed out that his educational ideas are based on his philosophy of realism.

Aristotle's educational ideas are presented under the heads: 1) aims of life; 2) aims of education; 3) stages and contents of education; and 4) female education. At the end there is a review of the impact of educational ideals of Aristotle on the field of education. The defects of Aristotle's ideas are also pointed out.

91. KHAN, Zafar Husain. Falsafae Ta'aleem (Philosophy of Education) --- In: Falsafa Aur Ta'aleem, 19-51. Karachi, Ilmi Kitab Ghar. 1975 (U).

Philosophy is a Greek word, and like all other branches of knowledge philosophy was born in Greece. Various philosophers

have variously defined philosophy in their own words. Some definition are given here, with the remark that according to all these definitions 'philosophy' means search for truth. Philosophy is bracketed with education in these definitions. Both philosophy and education deal with the same subject. The purpose of education is the establishment of a healthy society. This is possible only when we determine the aims of life, and philosophy is the subject that determines these aims.

The subject is discussed in some detail under the headings: 1) scope of philosophy of education; 2) philosophy of education and teacher; 3) aims of education; and 4) culture.

92. KHAN, Zafar Husain. Ibne Khaldun Ka Falsafa Aur Ta'aleem (Ibne Khaldun's Philosophy and Education) --- In: Falsafa Aur Ta'aleem, 146-160. Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to Ibne Khaldun's life and works. Ibne Khaldun was a man the like of whom is born once in many centuries. He was basically a historian who founded the philosophy of history. He was also a great sociologist. As a sociologist, his contribution to the field of education was original.

Ibne Khaldun was a teacher by profession and his thoughts on education reflect his practical genius. He was not happy with the then prevalent system of education, and he came out with very revolutionary ideas in the field of education.

The educational philosophy of Ibne Khaldun is discussed under the headings: 1) aims of education; 2) content of education; 3) method of teaching; 4) discussion; 5) reward and punishment; 6) professional education; and 7) women's education.

93. KHAN, Zafar Husain. Imam Al-Ghazali Ka Falsafa Aur Ta'aleem (Al-Ghazali's Philosophy and Education) --- In: Falsafa Aur Ta'aleem, 133-145. Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to Ghazali's life and works. Ghazali is considered as one of the great philosophers of all times. He wrote on various subjects, including education. He himself was a teacher and, as such, was keenly interested in the process of education. Many of his ideas are most modern. Like Rousseau, he prepared his educational plan

around an imaginary child. Ghazali's philosophy of education is based on his personal experiences.

The writer has discussed the educational scheme of Imam Ghazali under the headings: 1) aims of education; 2) content of education; 3) method of teaching; 4) female education; 5) health education; and 6) Imam Ghazali as a psychologist.

94. KHAN, Zafar Husain, John Dewey Ka Falsafa Aur Ta'aleem (John Dewey's Philosophy and Education) --- In: Falsafa Aur Ta'aleem, 106-118. Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to John Dewey's life and works, Dewey is rightly considered as the greatest educationist and philosopher of modern times. He introduced a new educational concept, known as Pragmatism. Dewey's educational ideas are explained with reference to his theory and philosophy of Pragmatism.

The ideas of Dewey are discussed under the headings: 1) aims of education; 2) method of education; and 3) contentof education. The contribution of Dewey in the field of education is discussed at the end. It is concluded that according to all educationists Dewey's definition of education is the best of all definitions so far attempted by the educational thinkers.

95. KHAN, Zafar Husain. Pestalozzi Aur Uska Falsafae Ta'aleem (Pestalozzi and His Philosophy of Education) --- In: Falsafa Aur Ta'aleem, 94-105. Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to Pestalozzi's life and works. Pestalozzi wanted to reform the society, and for that purpose he engaged himself in different professions. Ultimately, he came to the conclusion that it was only through reform in the education system that society can be improved. He was greatly influenced by Rousseau's "Emile", and he tried to give practical shape to the ideas of "Emile". Pestalozzi experimented with different methods of teaching throughout his life.

The educational philosophy of Pestalozzi is discussed under the headings: 1) stages of education; 2) definition of education; and 3) method of teaching. The merits and demerits of Pestalozzi's philosophy of education are discussed at the end.

96. KHAN, Zafar Husain. Rousseau Ka Falsafae Fitriyat Aur Ta'aleem (Rousseau's Naturalism and Education) --- In: Falsafa Aur Ta'aleem, 81-93. Karachi, Ilmi Kitab Ghar. 1975 (U).

This is a brief introduction to Rousseau's life and works. Rousseau is considered as the father of modern education. His educational ideas are presented in detail in his book "Emile" which gives an imaginary description of the ideal educational training of a child. Rousseau was a born rebel, and he rejected outright the then prevalent system of education. He was a naturalist, and he wanted to take man back to his ideal state, which was the state of nature.

The educational ideas of Rousseau are discussed under the headings: 1) basis of education; 2) negative education; 3) aims of education; 4) stages and contents of education; 5) female education and 6) method of teaching. The merits and demerits of Rousseau's educational ideas are discussed in some detail.

97. KHAN, Zafar Husain. Ta'aleem Ka Islami Tasawwur (Islamic Concept of Education) --- In: Falsafa Aur Ta'aleem, 121-132. Karachi, Ilmi Kitab Ghar. 1975 (U).

Acquisition of knowledge has been repeatedly emphasized in Islam throughout the Holy Quran and the Prophet's sayings. Islamic education system is based on democratic principles, and every one, irrespective of cast, creed, color, or sex has been ordered to acquire knowledge according tohis ability. The Islamic education system is not static; it is adaptable according to the needs of the time. Islam aims at the moral and spiritual development of each individual, and the Islamic system of education helps in achieving this ideal. In Islam education is meant for practical life and not for knowledge for the sake of knowledge.

The writer discusses Islamic system of education under the headings: 1) importance of education in the light of the Holy Quran; 2) importance of education in the light of Hadith; and 3) Pakistan and Islamic education.

98. KHAN, Zafar Husain. Ta'aleem Ka Islami Tasawwur (Islamic Concept of Education) --- In: Qaumi Ta'aleem 1974-75, 25-31. Karachi, Government College of Education. 1975 (U).

Islam is a complete way of life, and education is an integral part of it. It is the duty of every Muslim to seek knowledge,

and through education preserve and propagate Islamic culture and its values. Islamic education system is based on democratice principles, and every one is entitled to equal opportunities of education. Everyone can get education according to his capacity. Islamic education system is not something static; it changes with the time. It enriches both material and spiritual life of an individual. Islam does not preach self-denial and lays equal emphasis on material progress and spiritual development.

The writer briefly discusses the importance of education with reference to the Holy Quran and the sayings of the Prophet. There is also a discussion on Islamic education and Pakistan.

99. RIFAT, Salma. Aflatoon Aik Falsafi Aur Mahir-e-Ta'aleem (Plato a Philosopher and an Educationist) --- In: Qaumi Ta'aleem 1974-75, 87-90. Karachi, Government College of Education. 1975 (U).

This is a brief introduction of the life and works of Plato. Besides being a great philosopher, Plato was one of the greatest educationists of all times. His philosophy of education is based on his philosophy of idealism. The theory of idealism is briefly explained.

The purpose of education, according to Plato, is to build up an exemplary society where each individual developes his abilities to the full extent. His is an ideal scheme of education. In his educational scheme education is dividied into stage. In each stage a certain quantum of education is imparted. Plato favors female education without any discrimination or reservation. The merits of Plato's system of education are briefly mentioned.

100. SULEMAN, Makhdoom Ghulam. Imam Ghazali --- In: Qaumi Ta'aleem 1974-75, 91-94. Karachi, Government College of Education. 1975 (U).

Imam Ghazali is considered asone of the greatest Muslim philosophers of all times. Even Western philosophers accept his greatness in many fields of knowledge. By profession Ghazali was a teacher, and as such his contribution is very rich in the field of education.

The purpose of education, according to Ghazali, is the formation of character. Education should enable the receipient to

distinguish between good and bad. Imam Ghazali had drawn up a number of guidelines for the students as well as teachers. He has prepared a comprehensive curriculum and given the outlines of methodology. Female education has also importance in the educational scheme of Ghazali. However, like Aristotle and Rousseau before him, Ghazali advocates only early education for women. Women have their prime duty at home, and they should be trained in household affiars.

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